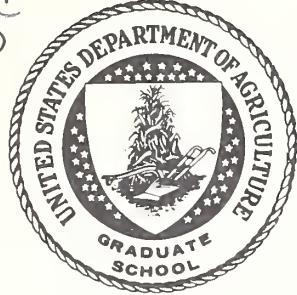


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GRADUATE SCHOOL

CONTINUING EDUCATION
FOR THE FEDERAL
COMMUNITY

Newsletter

CALENDAR OF EVENTS

June 26

Deadline for registration by mail for Short Courses and Study-Discussion Groups

July 2

Last day for registration in person

3

Holiday - Independence Day

7

Faculty Luncheon -- to be announced

June 1970

QUESTIONS AND ANSWERS

Secretary of Agriculture Clifford M. Hardin was the speaker at our June faculty luncheon. Assistant Secretary Joseph M. Robertson introduced him as one who truly represented "the educational establishment of the midwest," and Secretary Hardin greeted us as "fellow-fugitives from the classroom," adding that teaching is "one of the great satisfactions of life." Then he invited questions from the audience in lieu of giving a prepared address.

Responding to a question on the direction of international development and aid to agriculture, Secretary Hardin said that he hopes that there will be much more interest in this field.

"If we're going to have twice as many people in the world in 30 years -- and they're going to be well fed -- then in excess of the 90 percent of the food to feed them will have to be produced within the countries in which these people live," he said.

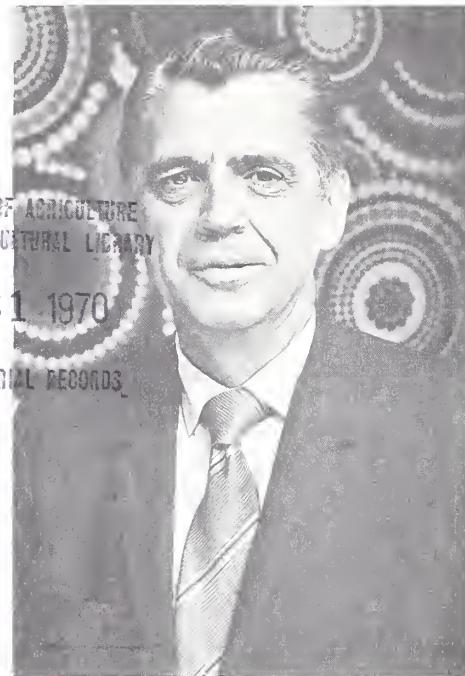
"If underdeveloped countries are going to do this, they'll have to develop expertise -- develop an infrastructure to train their own people to do this. It will require a tremendous commitment of interest and resources.

"Developed nations must also make a commitment to make their expertise available -- and this must include other countries besides our own."

Asked about his philosophy of administration, Secretary Hardin reported that he tries to delegate as much as possible of important responsibilities to responsible officers, making himself available to these officers when needed. "If you try to be involved in every decision," he said, "then you don't have the time you need to think and plan."

He said, in response to another question, that he found more similarities than differences in the administration of the USDA and of the University of Nebraska. The techniques are similar, he noted, the major differences being in the publics to be dealt with.

Asked about access to the President, Secretary Hardin said he interprets the job of



Secretary as one of doing all he can without the specific involvement of the President, reserving such issues as important changes in policy as ones on which to consult him. He added that he has always found it easy to see the President whenever he asked, whether it was for official or personal reasons.

A question as to whether the family farm is being squeezed out by commercial farms, brought the reply from the Secretary that he sees the family farm as a viable institution -- that studies indicate this type of operation is about the most efficient unit. "This type of farm has been getting larger," he added, "but I think it will continue."

He noted that there are still millions of units that are too small to be economically viable and that these will have to get larger or the operators will have to find other forms of employment. "Rural development could increase the alternatives available," he added.

In response to a question on environmental control -- specifically on agricultural use of pesticides and feedlot pollution -- the Secretary responded that agricultural people have been involved in improving the environment for a long time. He noted especially the contributions that have been made in the past 30 years by such agencies as the Forest Service and the Soil Conservation Service, adding that the "whole tradition of agricultural people is one of improving the environment."

On feedlot pollution, he said that research will find the answers. He mentioned one experiment that proved through bacteria balance it is possible to have no run-off and no subsurface contamination.

On the question of agricultural use of pesticides, Secretary Hardin said that through "re-organization of our efforts, together with the Departments of Interior and Health, Education, and Welfare, we think we can now make responsible decisions on this matter."

He said that HEW has been granted the power of veto in the use of pesticides in all areas of public health and that the same power is invested in Interior in regard to wildlife.

"We hope that people will be convinced that we are giving proper attention to this subject," the Secretary said. He added that chemical companies are intensifying research to find alternatives to pesticides now in use.

An observation that some people getting donated foods from the USDA were giving them away because they didn't know how to use them prompted Secretary Hardin to report that this problem was being tackled through the use of 6,300 nutrition aides hired by the Extension Service. "These are people indigenous to the areas they work in," the Secretary said. "They are often poor people themselves -- some have not even gone to high school. But through training and through close supervision, they have been doing a very effective job in teaching people how to use the commodities they receive -- and how to achieve a balanced diet. They have made great strides in self-improvement." The Secretary added that improvements and expansion of the Food Stamp Program have aided greatly in getting food to the people who need it most.

AWARDEES

Graduate School faculty members and a Board member honored by the U. S. Department of Agriculture at its annual awards ceremony in May were:

Noel P. Ralston, Associate Director of Science and Education, Office of the Secretary,

and newly appointed member of the Graduate School's General Administration Board who received USDA's highest honor, the Distinguished Service Award;

David H. Askegaard, Director, Office of Program Analysis, Rural Electrification Administration, and teacher of a course in Principles of Electricity, who received the Superior Service Award;

Leonard H. Grees, Assistant Inspector General, and teacher of a seminar in Audit and Investigation Management, who also received the Superior Service Award; and

Anthony W. Hudson, Director of Personnel, Bureau of Management Services, Civil Service Commission, and teacher of Personnel Management for Supervisors in our Evening Program, who received the William A. Jump Memorial Award presented annually to Federal employees under the age of 37 in recognition of outstanding service in the field of public administration.

ACADEMIC CALENDAR

The Smithsonian Institution publishes weekly a "Washington Academic Calendar" which lists and describes cultural and educational activities in the Washington Metropolitan area. If you'd like to receive this publication write: Washington Academic Calendar, Smithsonian Institution, Washington D. C. 20560, or call 381-5522.

PERSONAL NOTES

David O. Weaver, Director of the Office of Education and Publications, Federal Deposit Insurance Corporation and a member of the Graduate School Committee on Academic Excellence, reports his agency was the winner of the Organizational Training Award this year at the Fourth Annual Joint Awards Program of the Training Officers Conference and the Washington Chapter of the American Society for Training and Development.

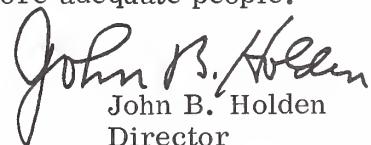
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Leonard Pass, who teaches a Graduate School course in budgets, has been named Budget Director for the Bureau of Commercial Fisheries, Department of Interior. He has been chief of the Budget Estimates and Services Branch, Budget Division, Consumer and Marketing Service, USDA.

TECHNIQUES FOR TEACHERS OF ADULTS

"Can you really teach people to like themselves, and so be more relaxed and confident about their ability to learn?" asks the National Association for Public Continuing and Adult Education in its newsletter Techniques for Teachers of Adults. "Experts in human behavior say 'yes,' " according to the newsletter and it quotes from Arthur W. Combs in "Perceiving, Behaving, Becoming: A New Focus in Education," as follows:

"People develop feelings that they are liked, wanted, acceptable, and able from having been liked, wanted, accepted, and from having been successful. One learns that he is these things, not from being told but only through the experience of being treated as though he were so. Here is the key to what must be done to produce more adequate people."



John B. Holden
Director

Directions: The following form is designed to help you think about your own teaching behavior. Read the scales, and on each one place a check mark indicating the place on the scale that describes your usual behavior with the class. After marking all the scales, pick out the three or four behaviors which need greatest improvement.

Teacher's Self-Rating Scale

1. Ability to listen to others in an understanding way.

Low	Average	Highly receptive
Don't hear		

2. Willingness to discuss my feelings in the group.

Unwilling	Average	Very Willing
Reserved		

3. Awareness of the feelings of my students.

Unaware	Average	Very sensitive
Ignore them		Fully aware

4. Acceptance of criticism of my behavior.

Resentful	Average	Welcome it
Defensive		Accept & use it

5. Reaction to unfamiliar values and customs.

Negative	Average	Interested
Reject them		Understanding

6. Reaction to opinions opposed to mine.

Low tolerance	Average	Welcome them
Annoyance		Glad to be challenged

7. Reaction to expressions of warmth and affection.

Embarrassed	Average	Easily give and receive warmth
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